

Course Assessment – Part A: Your Plan

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Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or gkilliland@cgcc.edu.

ENG 202 – Shakespeare's Later Works – 1095060 – Katy Jablonski – Winter 2020

Part A: Your Plan

DIRECTIONS

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Interpret a selection of Shakespeare's later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them.

Outcome #1 *

Outcome #2 *

Engage in close reading, thoughtful discussion and self-reflection about the complex questions the plays and poems present regarding the human experience.

Outcome #3 *

Compose thoughtful, critical close reading analyses of literary texts using MLA format, citing and explaining textual evidence in support of a thesis.

Have you completed an assessment for this course prior to this term? No

If yes, are you assessing different outcomes? Yes

Comments:

2. To which degree(s) or certificate(s) does your course map? • GENERAL EDUCATION
[Degree, Certificate, & Program Outcomes](#)

Method of Assessment

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Outcome #1: Method to assess student understanding *

Because this is an online course, I use forums to replace face to face discussion. Forum prompts ask students to "interpret a selection of Shakespeare's later works emphasizing literary elements (i.e. plot, character, setting, theme, motif, etc.) and identify commonalities and make comparisons among them." There are 5-10 discussion prompts for each play which asks students to consider literary elements like theme and character. Also, we begin with Much Ado About Nothing and then use this play as a springboard to discuss topics the plays share including jealousy, betrayal, friendship, and power.

Outcome #2: Method to assess student understanding *

For the first three plays, students will be required to submit a close reading assignment. For this assignment, students will analyze a passage from the play word for word. They will examine vocabulary and

diction, discerning patterns, point of view and characterization, as well as symbolism, schemes, and tropes.

Outcome #3: Method to assess student understanding *

The final assignment for this course is an extended analysis paper that identifies commonalities among two or more of the plays read during the term. Students will be required to use proper MLA formatting for in-text citations and works cited.

4. How will you know if you were successful in your efforts to teach this outcome?

I will know if students are successful if the average score on all forum prompts is 70% or higher as described by the forum rubric.

Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *

I will know if students are successful if the average score on the last close reading assignment is 70% or higher as described by the close reading rubric.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *

I will know if students are successful if the average score on the final analytical essay is 70% or higher as described by the final analytical essay rubric.

**5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.
Question #1**

How did this course enhance your understanding of Shakespeare's works?

Question #2

Which play did you enjoy studying the most? Explain.

**Do you require the names of students who complete the course evaluation survey?
(Please note: names will be sent to instructors the Thursday before term ends)**

NO

Reminder, when completing Part B, instructors will be asked the following questions:

Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):

1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"

2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"

3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")

4. CLO#5 – Community and Environmental Responsibility – "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts"

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